



Dr. Jennifer McCormick
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION

Working Together for Student Success

9/17/2018

Jeff Hauswald
Kokomo Comm. Schl Corp.: #3500
1500 S Washington St
Kokomo, IN 46902

Dear Jeff Hauswald,

Thank you for your recent renewal application for a 1003(g) School Improvement Grant under the ESEA. Congratulations, **Maple Crest Middle School's** renewal application was accepted and SIG funds will continue for SY 2018-2019.

In accordance with your application and available funding, you are being awarded **\$202,502.00** for the 2018-2019 school year. Funds for this grant period are available from July 1, 2018 and must be expended by September 30, 2019.

Federal Program Title I	School Improvement Grant
Federal Agency	U.S. Department of Education
Pass Through Agency	Indiana Department of Education
CFDA Number	84.377A
Award Name	School Improvement Grants
Award Number	S377A140015

The Title I §1003(g) School Improvement Grant award must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of the students at this school. Improvement funds must be tracked separately from all other Title I Grants. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement (this funding number must not be the same number as is used for the Title I Basic grant award). Because these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on improvement initiatives at that particular school.

We look forward to continuing our work with your team this school year. Please feel free to contact Dwayne Marshall at dmarshall2@doe.in.gov if you have any questions.

Sincerely,

Nathan Williamson
Director of Title Grants and Support
Indiana Department of Education

cc: Title I Program Administrator
SIG Coordinator
Principal



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Title I -1003(g) School Improvement Grant Renewal Application SY 2018-2019
Cohorts 6 - 8- Transformation Model

Part 1: Grantee Information

Instructions: Complete school and district information below.

School Corporation/ Eligible Entity	Kokomo School Corporation		Corp #	3500
School	Maple Crest STEM Middle School		School #	2963
Superintendent Name	Dr. Jeff Hauswald		Email	jhauswald@kokomo.k12.in.us
Title I Administrator Name	Dr. Dorothea Irwin		Email	dirwin@kokomo.k12.in.us
Principal	Mr. Tom Hughes		Email	thughes@kokomo.k12.in.us
Telephone	(765) 455-8085	Fax	(765) 455-8062	
SY 2018-2019 Allocation	\$202,552.00			



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Part 2: Grant Award Information

Grant Award Timeline:

Renewal Application Release	Release application and guidance to LEAs	June 7, 2018
Application Due	Renewal application must be submitted to IDOE	July 7, 2018
Application Review	Renewal applications reviewed by IDOE	July 7 – August 7, 2018
Notification and Funds Available	Renewal awards will be finalized and funds will be available <i>*any school who is asked to resubmit any piece of their application will not have access to funds until final approval is given</i>	August 7, 2018
SY 17-18 Artifact Due	Outcome Artifact from SY 17-18 will be emailed to 1003g@doe.in.gov	June 30, 2018

Grant Award Resources:

- USED SIG information: <http://www2.ed.gov/programs/sif/legislation.html#guidance>
- Indiana SIG Award Information: www.doe.in.gov/sig

Federal Program Title:	School Improvement Grant
Federal Agency:	U.S. Department of Education
Pass Through Agency:	Indiana Department of Education
CFDA Number:	84.377A
Award Name:	School Improvement Grants
Grant Award Number:	S377A00180015A

Instructions: Please complete the table below regarding who was involved with the grant process.



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Staff Members Consulted and Part of the Renewal Application Process

Name

Title

Example: Mrs. Joan Smith

Example: Title I Resource Teacher

Tom Hughes

Principal

Kaye Hicks

Asst Principal

Trudy Blue

Instructional Facilitator

Dorothea Irwin

Title 1 Director

Gail Hart

KTA Representative

Part 3: LEA and School Assurances

Instructions: Certain terms and conditions are required for receiving funds under the School Improvement 1003g Grant and through the Indiana Department of Education (IDOE). Therefore, by signing the following assurances, the grantee agrees to comply with all applicable federal, state, and local laws, ordinances, rules and regulations, provisions and public policies required and all assurances in the performance of this grant as stated below.

The LEA/Eligible Entity must provide the following assurances in its application. The LEA/Eligible Entity must be able to provide, upon request, evidence of compliance with each assurance.

- Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators and key school categories. Monitor each Priority school that an LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable Priority schools that receive school improvement funds
- If an LEA implements a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements (only need to check if school is choosing RESTART model)
- Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality
- Ensure that each Priority school that an LEA commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions
- Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding
- Collaboration with the Teacher's Union, include letters from the teachers' union with each school application indicating its agreement to fully participate in all components of the school improvement model selected (n/a for charter schools)
- Report to the SEA the school-level data required under leading indicators for the final requirements
- The LEA and School have consulted with all stakeholders regarding the LEA's intent to implement a new school improvement model.
- This application has been completed by a team consisting of a minimum of: one LEA central office staff, the building principal, at least two building staff members.
- Establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Part 7 and in applicable federal and state laws and regulations.
- The Title I School Improvement funds will be used only to supplement and not supplant federal, state and local funds a school would otherwise receive.

- Prior written approval must be received from the Indiana Department of Education before implementing any project changes with respect to the purposes for which the proposed funds are awarded.
- Retain all records of the financial transactions and accounts relating to the proposed project for a period of three years after termination of the grant agreement and shall make such records available for inspection and audit as necessary.
- Provide ongoing technical assistance to schools identified for Title I School Improvement as they develop or revise their school improvement plan, and throughout the implementation of that plan.
- Coordinate the technical assistance that is provided to schools in Title I School Improvement. Assistance to schools may be provided by district staff or external consultants with experience and expertise in helping schools improve academic achievement.
- Expenditures contained in this Title I School Improvement Application accurately reflect the school improvement plan(s).
- Assist the school in analyzing results from the state assessment system and other relevant examples of student work. Technical assistance will be provided to school staff to enable them to use data to identify and solve problems in curriculum and instruction, to strengthen parental involvement and professional development, and to fulfill other responsibilities that are defined in the school improvement plan.
- The district will help the school choose and sustain effective instructional strategies and methods and ensure that the school staff receives high quality professional development relevant to the implementation of instructional strategies. The chosen strategies must be grounded in scientifically based research and address the specific instruction or other issues, such as attendance or graduation rate, that caused the school to be identified for school improvement.
- The Indiana Department of Education may, as they deem necessary, supervise, evaluate, and provide guidance and direction to the district and school in the management of the activities performed under this plan.
- The schools and district shall adhere to Indiana Department of Education reporting and evaluation requirements in a timely and accurate manner.

By signing below, the LEA agrees to all assurances above and certifies the following:

- The information in this application is, to the best of my knowledge, true. The agency named here has authorized me, as its representative, to file this application and all amendments, and as such action is recorded in the minutes of the agency's meeting date.
- I have reviewed the assurances and the LEA understands and will comply with all applicable assurances for federal funds.
- I will participate in all Title I data reporting, monitoring, and evaluation activities as requested or required by the United States Department of Education, the Indiana Department of Education (IDOE), and Indiana Code, including on-site and desktop monitoring conducted by the IDOE, required audits by the state board of accounts, annual reports, and final expenditure reporting for the use of sub grant funds.



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- By submitting this application the LEA certifies that neither it nor its principals nor any of its subcontractors are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. The term “principal” for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the LEA.

The LEA has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The LEA shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State’s request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application.

Superintendent Signature:		Date:	Click here to enter a date.
Title I Administrator Signature:		Date:	Click here to enter a date.
Principal Signature		Date:	Click here to enter a date.

Part 4: Achievement and Leading Indicators SY 17-18

SIG Achievement and Leading Indicators											
Achievement Indicators	Baseline SY 20-- - 20--*	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
Percent of students proficient on ISTEP (Both ELA and Math) (3-8)	23.0%	17.3%	17.3%	25%	17%	25%	19%				
Percent of students proficient on ISTEP (ELA) (3-8)	38.0%	45.07%	45.1%	50%	35%	50%	42%				
Percent of students proficient on ISTEP (Math) (3-8)	31.2%	29.54%	29.5%	37%	25%	37%	24%				
Percent of students proficient on IREAD (Spring Test Only) (3)- Elementary only	NA	NA	NA	NA	NA	NA	NA				
Leading Indicators	Baseline SY 20-- - 20--*	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
1. Number of minutes in the School Yr. students are required to attend school	75,600	75,600	75,600	75,600	75,600	75,600	75,600				
2. Number of daily minutes of math instruction	48	48	48	60	60	60	60				
3. Number of daily minutes of ELA instruction	96	96	96	96	96	80	80				
4. Student attendance rate (must be % between 0 and 100)	95.5%	95.5%	95.5%	95.5%	95%	96%	95%				

Leading Indicators	Baseline SY 20-- - 20--*	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
5. Truants – number of (unduplicated) students who have received truancy letters or action, enter as a whole number	59	50	19	16	20	16	26				
6. Expanded Learning Time (total number of hours offered)	NA	NA	0	68	68	68	48				
7. Number of discipline referrals	541	500	541	450	751	400	642				
8. Discipline incidents – number of suspensions and/or expulsion	19	16	SUS— 257(ISS) 23(OSS) EXP--0	SUS—200 EXP—0	SUS--216 EXP--1	SUS--200 EXP-- 0	SUS--186 EXP--1	SUS-- EXP--	SUS-- EXP--	SUS-- EXP--	SUS-- EXP--
9. Distribution of teacher performance level on LEA's teacher evaluation system	IN – 0 IMP – 1 E – 16 HE - 5	IN – 6 IMP – 2 E – 15 HE - 6	IN--0 IMP--2 EFF--15 HEFF--6	IN--0 IMP--0 EFF--15 HEFF--7	IN--0 IMP--0 EFF--11 HEFF--10	IN--0 IMP--0 EFF--13 HEFF--9	IN-- IMP-- EFF-- HEFF--	IN-- IMP-- EFF-- HEFF--	IN-- IMP-- EFF-- HEFF--	IN-- IMP-- EFF-- HEFF--	IN-- IMP-- EFF-- HEFF--
10. Teacher attendance rate (must be a % between 0 and 100)	94%	95%	94%	96%	90.6%	96%	91%				
11. Teacher retention rate (must be a % between 0 and 100)	85%	86%	85%	90%	90%	93%	85%				

***Baseline SY:** Please enter data from the school year prior to your first full year of implementation. Proceed to enter data from subsequent years following your baseline year to present. *I.e. If SY 16-17 was your first full year of implementation, please enter SY15-16 data in the Baseline column. Proceed to enter data for years SY 16–17 to present.*

Part 5: Analysis and Outcomes

Instructions: SIOT Activity: (Strengths, Improvements, Opportunities, and Threats)

- List school's primary strengths and weaknesses from SY 17-18—forces or barriers working for and against SIG implementation or school's mission
- List school's key opportunities and threats from SY 17-18—political, economic, social, technological, demographic, or legal trends that are or may impact school's ability to achieve SIG implementation or school's mission.
- What are the projected outcomes for SY 18-19 after completing the SIOT Analysis? Are there any opportunities we can take advantage of because of a strength? Are there any threats compounded by a weakness?

SIOT Analysis
Maple Crest STEM Middle School

Strengths:

- PLCs were started this year and teachers reported value in the time spent
- Academic Facilitator is an incredible asset and has been able to mentor new teachers and conference regularly with veteran teachers
- We have celebrated our successes more frequently this year and focused our work on mastery rather than coverage
- School-wide data shows an average of 151% student growth compared to "target" in ELA and 126% of target in Math.
- In ELA, 10 students moved from 2+ below to 1 below and 28 students moved from 2+ below to on/above grade level
- In Math 8 students moved from 2+ below to 1 below and 39 students moved from 2+ below to on/above grade level.
- In ELA we increased the % of students on grade level by 9.33% and decreased the % of students 2+ grade levels behind by 12.67%
- In Math we increased the % of students on grade level by 13% and decreased the % of students 2+ grade levels behind by 15.67%
- Made/maintain strong community partnerships to support our

Areas of Improvement:

- Teacher willingness to engage in SIG opportunities
- Greater impact of Parent Liaison in the building
- Greater focus on data in PLC meetings
- More refined collaborative time for ELA and Math departments to effectively collaborate
- Reallocation of time in the schedule to provide opportunities for specific student intervention
- Extended time is not as successful as intended. Student attendance is low and academic gains have not been made

STEM framework	
<p>Opportunities:</p> <ul style="list-style-type: none"> ● Students are beginning to “own” their data ● Teachers are much more willing to talk about their data and make suggestions on how to address needs ● Freedom from district office to modify the mast ● Consider other ways to extend learning, possibly looking at how to support incoming 6th graders ● Building more buy-in from teachers on SIG activities, including PLCs, developing stronger instructional strategies, and increasing parent involvement 	<p>Threats:</p> <ul style="list-style-type: none"> ● 2 strong ELA teachers have resigned/retired following this school year ● Declining enrollment district-wide has limited teacher positions ● Kokomo’s low unemployment limits the number of qualified paraprofessionals seeking employment.
Projected Outcomes for SY 18-19	
<ul style="list-style-type: none"> ● School letter grade should be a low C/high D based on projected growth ● Continued integration of PLCs into the school day to emphasize collaboration ● Implementing new curriculum maps/learning targets into classes with a focus on priority standards ● New master schedule including a 1 hour daily school-wide intervention period 	

Part 6: SIG Implementation SY 2018-2019

Instructions: IDOE has aligned the renewal application with Transformation principles and required/recommended interventions in column one below as Focus Areas. Please complete the entire table and align your SY18-19 action steps.

<u>Focus Areas</u>	<u>Action Steps and Person(s) Responsible</u>	<u>Timeline</u>	<u>Budgeted Items</u>	<u>Measurable Outcomes</u>
<i>SAMPLE: Increase learning time</i>	<i>SAMPLE: Meadows School will provide before and after school opportunities for all students to help increase student achievement called, Crunch Time. Person Responsible: Ms. Smith, Title I Interventionist</i>	<i>SAMPLE: Multiple Phases (Multiple Quarters)</i>	<i>SAMPLE: \$5,000 - Stipends</i>	<i>SAMPLE: The Crunch Time program will be tracked using a google spreadsheet to document what before/after school program students attended. This data will be compared to student achievement data.</i>
Develop School Leadership Effectiveness	<p>Action A: A principal mentor will be employed to support Mr. Tom Hughes, Maple Crest STEM Middle School principal</p> <p>Action B: Newly restructured leadership team will continue to refine our systems and revise as they see adjustments that are needed. The leadership team will work with EES consultant to maintain systems for communication, decision-making, and data review.</p> <p>The leadership team will disaggregate common formative assessment (CFA) data by subgroups within each subgroup. This system will become part of the monthly review.</p> <p>Action C: An external evaluator will monitor progress and impact on student achievement and all aspects of the grant implementation. The external evaluator will conduct an onsite review at the beginning and end of each school year.</p>	Multiple Phases (Multiple Quarters)	<p>Action A: \$6,000 for principal mentor</p> <p>Action B: \$8,000/\$2,000 stipend/benefits for leadership team</p> <p>Action C: \$6,000 External Evaluator</p> <p>Action D: \$0</p>	<p>Action A: Principal will keep notes and agendas from meetings with principal mentor.</p> <p>Actions B: Leadership team will keep meeting notes and agendas. Leadership will support the instructional coach, data facilitator, and administration in implementation of SIG activities.</p> <p>Action C: External Evaluator will create an overall report of the building climate, effectiveness of interventions. The report will document the effectiveness of SIG initiatives and provide information about areas in need of reevaluation.</p> <p>Action D: Amendments will be developed and submitted to IDOE as needed.</p>

	Action D: Tom Hughes, principal, and the leadership team will meet regularly to review financial records and monitor the expenditures as outlined in the grant.			
Develop Teacher Effectiveness	<p>Action E: Equitable Education Solutions (EES) will work with teachers and leadership team on integrating technology within core instruction, conducting non-evaluative walkthroughs, progress monitoring of SIP, and providing choice for students in curriculum, assessments, and instruction</p> <p>Action F: Maintain a stipend for teacher to serve as a data facilitator. This role will provide a clear vision for using data to reflect on instructional practice, facilitate data-oriented meetings before school and ensure PIVOT (data management platform) is used with fidelity.</p> <p>Action G: Continuation of an evaluation system that allows for valid and reliable measures to assess student growth in addition to state assessments.</p>	Multiple Phases (Multiple Quarters)	<p>Action E: \$26,250 for 15 onsite days for EES</p> <p>Action F: \$4,000/\$1,000 stipends/benefits for data facilitator</p> <p>Action G: \$0</p>	<p>Action E: Staff will complete a survey at the end of the school year to measure the effectiveness of services provided by EES. Notes and agendas for onsite days will be kept throughout the year.</p> <p>Action F: The data facilitator will be responsible for embedding best practices for data analysis. Teachers will provide student data baseline data and evaluate progress throughout the year.</p> <p>Action G: Teacher evaluation ratings will increase the number of effective and highly effective teachers.</p>
Implement Comprehensive Instructional Reform Strategies	<p>Action H: Maintain an instructional coach to model best instructional practices, provide non-evaluative feedback to teachers</p> <p>Action I: Provide the leadership team with guidance and support on the development of an RTI/MTSS manual for grades 6-8 aligned with best practices.</p> <p>Action J: Staff will attend the 2019 Model Schools Conference. Our school and district consistently attend and bring ideas back to share with staff. New staff members and those that have not attended within the last 3 years will be given priority to attend.</p>	Multiple Phases (Multiple Quarters)	<p>Action H: \$72,000/\$18,000 salary/benefit for instructional coach</p> <p>Action I: \$7,500 EES support for development, training, and</p>	<p>Action H: Measurement of coaching impact will include teacher surveys and formative assessment data. Coach will keep a running record of coaching and observations throughout the year.</p> <p>Action I: The RTI document will be used consistently to ensure high quality and highly effective intervention and enrichment practices for all student. Outcomes will be measured by classroom walkthrough data and student benchmark data.</p>

			<p>presentation of RTI document</p> <p>Action J: \$10,000 for staff to attend Model Schools Conference (Up to 5 staff members based on approx costs for 2019: \$645 registration + \$800 room + \$500 flight + \$150 per diem = \$2,095 for one participant for 5 days)</p>	<p>Action J: Staff who attend will create either a presentation or one-page overview for staff to share at the start of the school year.</p>
Increase Learning Time	<p>Action K: Maple Crest MS will provide increased learning time for students. This opportunity will be open to all students and transportation will be provided.</p> <p>Extended time will offer students the chance to extend STEM activities outside the school day, while reinforcing important math and ELA priority standards.</p>	Multiple Phases (Multiple Quarters)	<p>Action K: \$12,000/\$3,000 stipends/benefits for teachers</p> <p>\$5,000 transportation</p>	<p>Action K: Increase student and teacher participation in extended time learning. Increase student scores in ELA and Math.</p>

Create Community-Oriented Schools	<p>Action L: A parent & community liaison will focus on fostering positive family relationships and enhancing the community partnerships with an emphasis on STEM businesses.</p> <p>Supplies will support parent activities, particularly in developing knowledge of STEM-based practices.</p>	Multiple Phases (Multiple Quarters)	<p>Action L: \$12,800/\$3,200 salary and benefits</p> <p>\$5,752 for materials for notification of meetings, surveys, games, books, STEM materials for parent meetings</p>	<p>Action L: Liaison will develop a caseload of students in which communication will be fostered. Liaison will communicate bi-weekly with MCMS administration on progress, concerns, and ideas for future implementation.</p> <p>Parent attendance for all events will be monitored through the SIG data dashboard for trends, patterns, and increases.</p>
Provide Operational Flexibility	Action M: Monthly meetings will be scheduled to review all SIG initiatives and the progress of implementation as well as results/impact. Action items with assigned tasks will be decided at each meeting with timelines.	Multiple Phases (Multiple Quarters)	Action M: \$0 (embedded into school schedule)	Action M: Meeting notes will be kept. Progress monitoring will occur 4 times throughout the year.
Sustain Support	<p>Action N: Staff will review student data on a weekly basis as it pertains to their respective students/initiatives within PLCs.</p> <p>Action O: The leadership team will meet on a monthly basis to review pacing, student growth, and overall proficiency levels according to the priority standards.</p> <p>Action P: The data facilitator will also support formal/informal data reviews throughout the year.</p>	Multiple Phases (Multiple Quarters)	Action N- P: \$0 (embedded into school schedule)	Action N - P: Key indicators of successful school turnaround will be discussed. Culture/climate, student behaviors, and instructional data will be reviewed and documented in meeting notes and agendas.

Part 7: Outcome Artifact

Instructions: Schools will be required to produce a tangible “outcome” piece to be shared with IDOE and to be published on the IDOE website as resources for other schools. This “outcome” piece will serve as the culminating piece of the yearly grant, as well as a piece of monitoring. Possible “Outcome Artifacts could include: mini-lesson video, recording of students working on an activity, WebEx, How-To One-Pager, Blog, Podcast. Outcome Artifacts” should be linked to goals of your SIG grant, as well as one of the following areas: Leadership, Effective Instruction, or Interventions/Data.

Briefly describe what the school will plan to submit as an “Outcome Artifact” for SY 2018-2019 and how this will be aligned to your grant and the key area.

The leadership team at Maple Crest Middle School will create an end-of-year document or video that highlights the work our staff and students. Events such as collaboration, classroom projects, and parent activities (for example) will be included.

Part 8: Budget SY 18-19

Instructions: The budget will be completed in a separate Excel workbook for SY 2018-2019, and must include any changes from the original budget submission. Once approved by IDOE, will serve as the operating budget for the duration of the school year, unless otherwise amended and approved by IDOE.



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The LEA has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The LEA shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application.

Superintendent Signature:		Date:	6/30/2018
Title / Administrator Signature:		Date:	6/30/2018
Principal Signature		Date:	6/30/2018

Part 8: 1003g SIG Budget SY 18-19: Maple Crest MS

Complete the budget below:

SY 2018-2019		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	
Account Number	Expenditure Account	Salary		Benefits		Professional Services	Rentals	Other Purchase Services	General Supplies	Property	Transfer	Line Totals
		Cert	Noncert	Cert	Non Cert							
11000	Instruction	\$ 12,000.00		\$ 3,000.00								\$ 15,000.00
21000	Support Services - Student											\$ -
22100	Improvement of Instruction (Professional Development)	\$ 84,000.00		\$ 21,000.00		\$ 45,750.00		\$10,000				\$ 160,750.00
22900	Other Support Services											\$ -
25191	Refund of Revenue											\$ -
26000	Operation & Maintenance											\$ -
27000	Transportation							\$ 5,000.00				\$ 5,000.00
33000	Community Service Operations		\$ 12,800.00		\$ 3,200.00				\$ 5,752.00			\$ 21,752.00
60100	Transfers (interfund)											\$ -
	Column Totals	\$ 96,000.00	\$ 12,800.00	\$ 24,000.00	\$ 3,200.00	\$ 45,750.00	\$ -	\$ 15,000.00	\$ 5,752.00	\$ -	\$ -	\$ 202,502.00

Indirect Cost:

Subtract the amount above \$25,000 (per individual contracted service) from your total budget:

Total after deducting Property:

Total Available for Indirect Costs:

Amount of Indirect Cost to be used:

Grand Total After Indirect Cost: \$ 202,502.00

Budget Narrative

DIRECTIONS: Provide a narrative below on how funding is allocated. E.g. Other Purchase Services: \$1,500-- PD for mentor teachers to attend New Tech training; \$4,000 --administration team attending NASTID conference

Supplies	Property: Equipment/ Technology
Supplies for parent involvement and engagement activities (\$5,752)	
Professional Services	Other Purchase Services (travel, communication)
EES (\$26,250); Principal Mentor (\$6,000); External Evaluator (\$6,000); RTI Development and Training with EES (\$7,500)	Attendance for Model Schools Conference in Summer 2019 (\$10,000); Extended learning time transportation (\$5,000)

SIG Staffing

Instructions: Complete the SIG Staffing information below

Staff Name	Staff Position	Cert/ Non-Certified.	FTE:	Stipend: Y/N	Split Funded: Y/N	Additional Funding Source	Position Description
Trudy Blue	Instructional Coach	Certified	1	N	N	NA	Instructional Coach will model, provide resources, and feedback to teachers on best instructional practices (\$72,000/\$18,000)
Leadership team	Teachers	Certified	NA	Yes	N	NA	Stipends for leadership meetings after school, intercessions, and summer (\$8,000/\$2,000)
Mulitple Staff	Teachers	Certified	NA	Yes	N	NA	Stipends for extended learning time (\$12,000/\$3,000)

TBD	Data Facilitator	Certified	NA	Yes	N	NA	Collect, disaggregate, and analyze data; facilitate data discussions with staff (\$4,000/\$1,000)